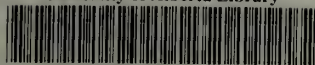


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CURRGDHT

2001 CTS AMENDMENTS to the Community Health Guide to Standards and Implementation

Summary of Curriculum Changes

Course withdrawal:

- CMH2020: Perspectives on Marriage

New course:

- CMH3140: Perspectives on Marriage

Note: The intermediate level course has been redesignated as an advanced level course. Students who have already received credit in CMH2020: Perspectives on Marriage as an intermediate-level course would not be able to retake the CMH3140: Perspectives on Marriage course for additional credits.

Section A

- **Remove** pages A.1 to A.8 (1997) and **replace** with new pages A.1 to A.8 (Revised 1999).

Section B

- **Remove** pages B.5–B.8 (1997) and **replace** with new pages B.5–B.8 (Revised 2001).

Section C

- **Remove** pages C.1–C.2 (1997) and **replace** with new pages C.1–C.2 (Revised 2001).

Section E

- **Remove** pages E.1–E.2 (1997) and **replace** with new pages E.1–E.2 (Revised 2001).
- **Remove** pages E.7 to E.10 and **replace** with new page E.7 (Revised 2001).

Section F

- **Remove** pages F.1–F.2 (1997) and **replace** with new pages F.1–F.2 (Revised 2001).
- **Add** new pages F.59 to F.62 (Revised 2001) following page F.58 (1997).

Section G

- **Remove** pages G.3 to G.6 (1997) and **replace** with new pages G.3 to G.6 (Revised 2001).
- **Remove** pages G.66 to G.70 (1997) and **replace** with new page G.66 (Revised 2001).
- **Remove** page G.86 and **replace** with new page G.86 (Revised 2001).
- **Add** new pages G.135 to G.139 (Revised 2001) following page G.134 (1997).

Section H

- **Remove** pages H.19 to H.26 (1997) and **replace** with new pages H.19 to H.26 (Revised 2001).

Section I

- **Remove** pages I.1 to I.42 and **replace** with new pages I.1 to I.7 (Revised 2001).

Section J

- **Remove** pages J.1–J.2 (1997) and **replace** with new pages J.1–J.2 (Revised 2001).
- **Remove** pages J.17 to J.22 (1997) and **replace** with new pages J.17 to J.22 (Revised 2001).



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CAREER AND TECHNOLOGY STUDIES

A. PROGRAM RATIONALE AND PHILOSOPHY

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering post-secondary programs and/or the highly competitive workplace.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and the community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by taking advantage of the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased responsibility for their learning; cultivating their individual talents,

interests and abilities; and by defining and acting on their goals.

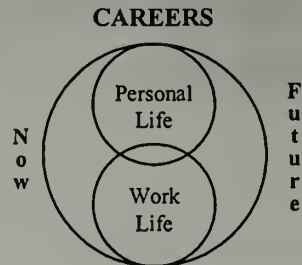
As an important component of education in Alberta secondary schools, CTS promotes student achievement by setting clear expectations and recognizing student success. Students in CTS develop competencies—the knowledge, skills and attitudes they are expected to demonstrate, that is, what they know and what they are able to do.

Acquired competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To facilitate this transition, clearly stated expectations and standards have been defined in cooperation with teachers, business and industry representatives and post-secondary educators.

CTS offers all students important learning opportunities. Regardless of the particular area of study chosen, *students in CTS will:*

- develop skills that can be applied in their daily lives, now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions and to appreciate environmental and safety precautions.

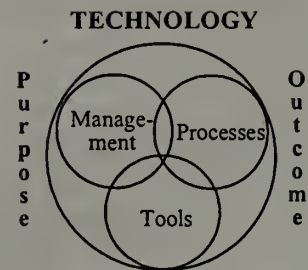


A career encompasses more than activities just related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen of the world.

The integration of careers throughout the CTS program helps students to make effective career decisions and to target their efforts. CTS students will have the opportunity to expand their knowledge about careers, occupations and job opportunities, as well as the education and/or training requirements involved. Also, students come to recognize the need for lifelong learning.

Students in CTS have the opportunity to use and apply technology and systems effectively and efficiently. This involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools and/or resources available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.



Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems and challenges, and manage resources effectively and efficiently. Social skills improve through learning experiences that require students to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

As well as honing employability skills, CTS reinforces and enhances learnings developed in core and other optional courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

In addition to the common outcomes described above, students focusing on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

PROGRAM OUTCOMES

The program outcomes describe the basic competencies integrated throughout the CTS program.

Within an applied context relevant to personal goals, aptitudes and abilities; *the student in CTS will:*

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively to link and apply appropriate tools, management and processes to produce a desired outcome
- develop basic competencies (employability skills), by:
 - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing learning)
 - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing resources)
 - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (problem solving and innovation)
 - demonstrating appropriate written and verbal skills, such as composition, summarization and presentation (communicating effectively)
 - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (working with others)

- maintaining high standards of ethics, diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility).

PROGRAM ORGANIZATION

CURRICULUM STRUCTURE

Career and Technology Studies is organized into **strands** and **courses**.

Strands in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors offering positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. Industry sectors encompass goods-producing industries, such as agriculture, manufacturing and construction; and service-producing industries, such as business, health, finance and insurance.

Courses are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Courses also specify prerequisites. Recommendations for course parameters, such as instructional qualifications, facilities and equipment can be found in the guides to implementation.

The competencies a student must demonstrate to achieve success in a course are defined through *general outcomes*. Senior high school students who can demonstrate the general outcomes defined for a CTS course; i.e., who have the designated competencies, will qualify for 1 credit toward their high school diploma.

Specific outcomes provide a more detailed framework for instruction. Within the context of the general outcomes, the specific outcomes further define the knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of 1-credit courses available in each strand.

Strand	No. of Courses
1. Agriculture	33
2. Career Transitions	34
3. Communication Technology	33
4. Community Health	31
5. Construction Technologies	46
6. Cosmetology Studies	58
7. Design Studies	31
8. Electro-Technologies	37
9. Energy and Mines	26
10. Enterprise and Innovation	8
11. Fabrication Studies	41
12. Fashion Studies	29
13. Financial Management	14
14. Foods	37
15. Forestry	21
16. Information Processing	48
17. Legal Studies	13
18. Logistics	12
19. Management and Marketing	20
20. Mechanics	54
21. Tourism Studies	24
22. Wildlife	17

LEVELS OF ACHIEVEMENT

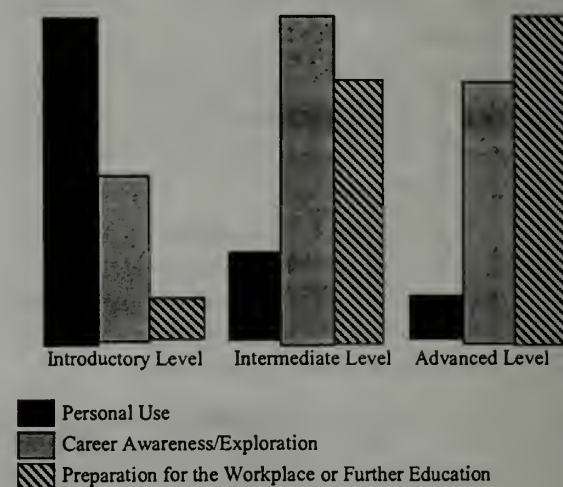
Courses are organized into three levels of achievement: **introductory**, **intermediate** and **advanced**. As students progress through the levels, they will be expected to meet higher standards and demonstrate an increased degree of competence, in both the program outcomes and the general outcomes defined for individual courses.

Introductory level courses help students build daily living skills and form the basis for further learning. Introductory courses are for students who have no previous experience in the strand.

Intermediate level courses build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Advanced level courses refine expertise and help prepare students for entry into the workplace or a related post-secondary program.

The graph below illustrates the relative emphasis on the aspects of career planning at each of the levels.



CURRICULUM AND ASSESSMENT STANDARDS

Curriculum standards in CTS define what students must know and be able to do. Curriculum standards are expressed through the program outcomes for CTS, and through general and specific outcomes defined for individual courses within each strand.

Assessment standards define how student performance is to be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies associated with each general outcome. To receive credit for a course, students must demonstrate competency at the level specified by the conditions and criteria defined for each general outcome.

Students throughout the province receive a fair and reliable assessment as they use the standards to guide their efforts, thus ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are, as much as possible, linked to workplace and post-secondary entry-level requirements.

TYPES OF COMPETENCIES

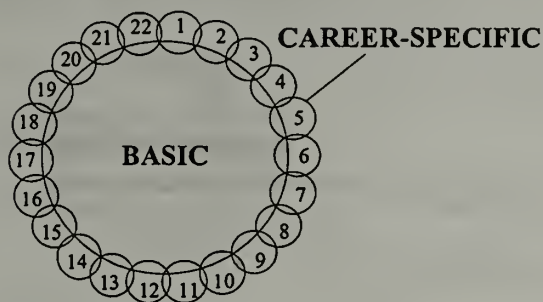
Two types of competencies are defined within the CTS program: basic and career-specific.

Basic competencies are generic to any career area and are developed within each course. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources
- social; e.g., communication, teamwork, leadership and service, demonstrating responsibility (safety and accountability).

Career-specific competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The model below shows the relationship of the two types of competencies within the 22 strands of the CTS program.















BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and courses. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each course. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework*. As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages. Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— <i>The student:</i>	Stage 2— <i>The student:</i>	Stage 3— <i>The student:</i>	Stage 4— <i>The student:</i>
Managing Learning <ul style="list-style-type: none"> <input type="checkbox"/> comes to class prepared for learning <input type="checkbox"/> follows basic instructions, as directed <input type="checkbox"/> acquires specialized knowledge, skills and attitudes <input type="checkbox"/> identifies criteria for evaluating choices and making decisions <input type="checkbox"/> uses a variety of learning strategies 	 <ul style="list-style-type: none"> <input type="checkbox"/> follows instructions, with limited direction <input type="checkbox"/> sets goals and establishes steps to achieve them, with direction <input type="checkbox"/> applies specialized knowledge, skills and attitudes in practical situations <input type="checkbox"/> identifies and applies a range of effective strategies for solving problems and making decisions <input type="checkbox"/> explores and uses a variety of learning strategies, with limited direction 	 <ul style="list-style-type: none"> <input type="checkbox"/> follows detailed instructions on an independent basis <input type="checkbox"/> sets clear goals and establishes steps to achieve them <input type="checkbox"/> transfers and applies specialized knowledge, skills and attitudes in a variety of situations <input type="checkbox"/> uses a range of critical thinking skills to evaluate situations, solve problems and make decisions <input type="checkbox"/> selects and uses effective learning strategies <input type="checkbox"/> cooperates with others in the effective use of learning strategies 	 <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates self-direction in learning, goal setting and goal achievement <input type="checkbox"/> transfers and applies learning in new situations; demonstrates commitment to lifelong learning <input type="checkbox"/> thinks critically and acts logically to evaluate situations, solve problems and make decisions <input type="checkbox"/> provides leadership in the effective use of learning strategies
Managing Resources <ul style="list-style-type: none"> <input type="checkbox"/> adheres to established timelines; uses time/schedules/planners effectively <input type="checkbox"/> uses information (material and human resources), as directed <input type="checkbox"/> uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service <input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, as directed 	<ul style="list-style-type: none"> <input type="checkbox"/> creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively <input type="checkbox"/> accesses and uses a range of relevant information (material and human resources), with limited direction <input type="checkbox"/> uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision <input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, with limited assistance 	<ul style="list-style-type: none"> <input type="checkbox"/> creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively <input type="checkbox"/> accesses a range of information (material and human resources), and recognizes when additional resources are required <input type="checkbox"/> selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis <input type="checkbox"/> maintains, stores and/or disposes of equipment and materials on an independent basis 	<ul style="list-style-type: none"> <input type="checkbox"/> creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis <input type="checkbox"/> uses a wide range of information (material and human resources) in order to support and enhance the basic requirement <input type="checkbox"/> recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies) <input type="checkbox"/> demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation <ul style="list-style-type: none"> <input type="checkbox"/> participates in problem solving as a process <input type="checkbox"/> learns a range of problem-solving skills and approaches <input type="checkbox"/> practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: <ul style="list-style-type: none"> – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action 	<ul style="list-style-type: none"> <input type="checkbox"/> identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints <input type="checkbox"/> applies problem-solving skills to a directed or a self-directed activity, by: <ul style="list-style-type: none"> – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action 	<ul style="list-style-type: none"> <input type="checkbox"/> thinks critically and acts logically in the context of problem solving <input type="checkbox"/> transfers problem-solving skills to real-life situations, by generating new possibilities <input type="checkbox"/> prepares implementation plans <input type="checkbox"/> recognizes risks 	<ul style="list-style-type: none"> <input type="checkbox"/> identifies and resolves problems efficiently and effectively <input type="checkbox"/> identifies and suggests new ideas to get the job done creatively, by: <ul style="list-style-type: none"> – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner

Stage 1— <i>The student:</i>	Stage 2— <i>The student:</i>	Stage 3— <i>The student:</i>	Stage 4— <i>The student:</i>
Communicating Effectively <ul style="list-style-type: none"> <input type="checkbox"/> uses communication skills; e.g., reading, writing, illustrating, speaking <input type="checkbox"/> uses language in appropriate context <input type="checkbox"/> listens to understand and learn <input type="checkbox"/> demonstrates positive interpersonal skills in selected contexts 	<ul style="list-style-type: none"> <input type="checkbox"/> communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means <input type="checkbox"/> uses technical language appropriately <input type="checkbox"/> listens and responds to understand and learn <input type="checkbox"/> demonstrates positive interpersonal skills in many contexts 	<ul style="list-style-type: none"> <input type="checkbox"/> prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments <input type="checkbox"/> encourages, persuades, convinces or otherwise motivates individuals <input type="checkbox"/> listens and responds to understand, learn and teach <input type="checkbox"/> demonstrates positive interpersonal skills in most contexts 	<ul style="list-style-type: none"> <input type="checkbox"/> negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests <input type="checkbox"/> negotiates and works toward a consensus <input type="checkbox"/> listens and responds to understand, learn, teach and evaluate <input type="checkbox"/> promotes positive interpersonal skills among others
Working with Others <ul style="list-style-type: none"> <input type="checkbox"/> fulfills responsibility in a group project <input type="checkbox"/> works collaboratively in structured situations with peer members <input type="checkbox"/> acknowledges the opinions and contributions of others in the group 	<ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> cooperates to achieve group results <input type="checkbox"/> maintains a balance between speaking, listening and responding in group discussions <input type="checkbox"/> respects the feelings and views of others 	<ul style="list-style-type: none"> <input type="checkbox"/> seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload <input type="checkbox"/> works in a team or group: <ul style="list-style-type: none"> – encourages and supports team members – helps others in a positive manner – provides leadership/followership as required – negotiates and works toward consensus as required 	<ul style="list-style-type: none"> <input type="checkbox"/> leads, where appropriate, mobilizing the group for high performance <input type="checkbox"/> understands and works within the context of the group <input type="checkbox"/> prepares, validates and implements plans that reveal new possibilities
Demonstrating Responsibility <p>Attendance</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates responsibility in attendance, punctuality and task completion <p>Safety</p> <ul style="list-style-type: none"> <input type="checkbox"/> follows personal and environmental health and safety procedures <input type="checkbox"/> identifies immediate hazards and their impact on self, others and the environment <input type="checkbox"/> follows appropriate/emergency response procedures <p>Ethics</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes personal judgements about whether or not certain behaviours/actions are right or wrong 	<ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> recognizes and follows personal and environmental health and safety procedures <input type="checkbox"/> identifies immediate and potential hazards and their impact on self, others and the environment <input type="checkbox"/>  <input type="checkbox"/> assesses how personal judgements affect other peer members and/or family; e.g., home and school 	<ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> establishes and follows personal and environmental health and safety procedures <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> assesses the implications of personal/group actions within the broader community; e.g., workplace 	<ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> transfers and applies personal and environmental health and safety procedures to a variety of environments and situations <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> demonstrates accountability for actions taken to address immediate and potential hazards <input type="checkbox"/> analyzes the implications of personal/group actions within the global context <input type="checkbox"/> states and defends a personal code of ethics as required
★ Developmental Framework <ul style="list-style-type: none"> • Simple task • Structured environment • Directed learning 	<ul style="list-style-type: none"> • Task with limited variables • Less structured environment • Limited direction 	<ul style="list-style-type: none"> • Task with multiple variables • Flexible environment • Self-directed learning, seeking assistance as required 	<ul style="list-style-type: none"> • Complex task • Open environment • Self-directed/self-motivated

SCOPE AND SEQUENCE

COMMUNITY HEALTH

INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
<div>Family Dynamics <i>CMH1010</i></div>	<div>Adolescent Health Issues <i>CMH2010</i></div> <div>Community Volunteerism <i>CMH2030</i></div>	<div>Family Issues <i>CMH3010</i></div> <div>Perspectives on Marriage <i>CMH3140</i></div> <div>Parenting <i>CMH3020</i></div> <div>Aging <i>CMH3030</i></div>	Sociocultural Perspectives
<div>Caring for Children <i>CMH1040</i></div> <div>Child Development <i>CMH1050</i></div> <div>Home Care 1 <i>CMH1060</i></div>	<div>Day Care 1 <i>CMH2050</i></div> <div>Home Care 2 (Personal Care Services) <i>CMH2060</i></div> <div>Sensory Challenges <i>CMH2070</i></div>	<div>Prenatal & Postnatal Care <i>CMH3040</i></div> <div>Day Care 2 <i>CMH3050</i></div> <div>Home Care 3 (Special Conditions) <i>CMH3060</i></div> <div>Challenged Individuals <i>CMH3070</i></div>	Skills for Caring
<div>Perspectives on Health <i>CMH1080</i></div>	<div>Respiratory System <i>CMH2080</i></div> <div>Circulatory System <i>CMH2090</i></div> <div>Musculoskeletal System <i>CMH2100</i></div> <div>Complementary Therapies <i>CMH2110</i></div>	<div>Digestive System <i>CMH3080</i></div> <div>Nervous/Endocrine Systems <i>CMH3090</i></div> <div>Mental Health <i>CMH3100</i></div> <div>Advances in Medical Technology <i>CMH3110</i></div>	Health Sciences
<div>Personal Safety (Management)[†] <i>CTR1210</i></div>	<div>First Aid/CPR <i>CMH2120</i></div> <div>Sports First Aid 1 <i>CMH2130</i></div>	<div>First Aid/CPR for Children <i>CMH3120</i></div> <div>Sports First Aid 2 <i>CMH3130</i></div>	Injury Prevention

—— Prerequisite - - - - Recommended sequence

† Course is also offered in Career Transitions.

COURSE DESCRIPTIONS

Course CMH1010: Family Dynamics

Students examine family structures, and roles and responsibilities, involved in meeting the demands of today's society. Students study past family and health patterns to determine how such patterns influence family life now and in the future.

Note: This course includes concepts that may be particularly sensitive to students, parents or community members.

Coures CMH1040: Caring for Children

Students focus on accident prevention, handling emergencies, and the rights and responsibilities of the caregiver (babysitter) and the families.

Course CMH1050: Child Development

Students examine the needs and behaviours of children in various stages of development, and demonstrate management and caregiving skills applicable to each developmental stage. Students identify various community care facilities and observe how different centres meet the needs of the children and family. Students explore their interest in working with young children.

Course CMH1060: Home Care 1

Students study the roles, rights and responsibilities, communication and management skills necessary to providing home care. To further gain understanding of home care, students study the promotion and maintenance of a healthy integumentary system. Community support resources are identified.

Course CMH1080: Perspectives on Health

Students identify the determinants of good health, and examine how these determinants affect personal well-being. Students also discuss the shared roles, rights and responsibilities of health services and the changing trends in health.

Note: This course includes concepts that may be particularly sensitive to students, parents or community members.

Course CTR1210: Personal Safety (Management)

Students develop practical safety-related knowledge, skills and attitudes, and obtain certification in emergency first aid.

Course CMH2010: Adolescent Health Issues

Students explore and examine various health issues that are of interest to modern adolescent teens, and identify community resources available to teenagers.

Note: This course includes concepts that may be particularly sensitive to students, parents or community members.

Course CMH2030: Community Volunteerism

Students, through exploration and participation, examine and demonstrate the roles of effective community volunteers.

Course CMH2050: Day Care 1

Students investigate the roles and responsibilities of a child care worker, and develop communication and observation skills. Students also develop skills to assist in the physical, social, emotional and intellectual development of children from birth to age six.

Course CMH2060: Home Care 2 (Personal Care Services)

Students identify and demonstrate the skills necessary to provide personal care services for individuals with special needs, recognizing the impact on the individual and family members.

Course CMH2070: Sensory Challenges

Students examine sensory challenges and the impact on the individual and family dynamics, and identify available community resources and technologies. Students also have an opportunity to study communication skills for sensory challenged individuals.

Course CMH2080: Respiratory Challenges

Students study the anatomy, physiology and pathology of the respiratory system to gain an appreciation for practicing a healthy lifestyle, and to acquire the knowledge and skills necessary to deal with respiratory conditions as they affect the individual, family and friends. Students also identify community support resources.

Course CMH2090: Circulatory System

Students study the anatomy, physiology and pathology of the circulatory system to gain an appreciation for practicing a healthy lifestyle, and to acquire the knowledge and skills necessary to deal with circulatory conditions as they affect the individual, family and friends. Students also identify community support resources.

Note: This course includes concepts that may be particularly sensitive to students, parents or community members.

Course CMH2100: Musculoskeletal System

Students study the anatomy, physiology and pathology of the musculoskeletal system to gain an appreciation for practicing a healthy lifestyle, and to acquire the knowledge and skills necessary to deal with musculoskeletal conditions as they affect the individual, family and friends. Students also identify community support resources.

Course CMH2110: Complementary Therapies

Students examine complementary therapies, their foundations, applications, costs, ethical issues and predictions for the future.

Note: This course includes concepts that may be particularly sensitive to students, parents or community members.

Course CMH2120: First Aid/CPR

Students study first-aid skills, and demonstrate techniques and procedures for dealing with emergency situations.

Course CMH2130: Sports First Aid 1

Students learn different aspects of sports injuries, first-aid care and prevention of athletic injuries.

Course CMH3010: Family Issues

Students examine changes that occur within a family and the required adjustments family members must make. Cultural diversities are investigated and community resources are identified.

Note: This course includes concepts that may be particularly sensitive to students, parents or community members.

Course CMH3020: Parenting

Students examine parenting, current family dynamics and related issues, and enhance potential parenting skills.

Note: This course includes concepts that may be particularly sensitive to students, parents or community members.

Course CMH3030: Aging

Students gain an understanding of the issues involved with the aging process and the impact of such issues on the individual, the family and the community. Students identify community resources and recognize the importance of seniors as a resource to the community.

Note: This course includes concepts that may be particularly sensitive to students, parents or community members.

Course CMH3040: Prenatal & Postnatal Care

Students focus on the impact of pregnancy on physical, mental and social well-being, and understand the significance of prenatal, labour, delivery and postnatal care.

Note: This course includes concepts that may be particularly sensitive to students, parents or community members.

Course CMH3050: Day Care 2

Students continue to study the development and care of children, focusing on the importance of play and guiding behaviour.

Note: This course includes concepts that may be particularly sensitive to students, parents or community members.

Course CMH3060: Home Care 3 (Special Conditions)

Students continue to learn about home care as it relates to special conditions, special treatments, loss, long-term care and the palliative process.

Note: This course includes concepts that may be particularly sensitive to students, parents or community members.

Course CMH3070: Challenged Individuals

Students recognize the diversity of experiences facing individuals who are physically and/or mentally challenged, and identify available community resources for such individuals.

Course CMH3080: Digestive System

Students study the anatomy, physiology, pathology and treatment of the digestive and elimination systems. They gain an appreciation for practicing a healthy lifestyle, and acquire the knowledge and skills necessary to deal with digestive and elimination conditions as they affect the individual, family and friends. Students also identify community support resources.

Course CMH3090: Nervous/Endocrine Systems

Students study the anatomy, physiology and pathology of the nervous/endocrine systems. They gain an appreciation for practicing a healthy lifestyle, and acquire the knowledge and skills necessary to deal with nervous/endocrine conditions as they affect the individual, family and friends. Students also identify community support resources.

Course CMH3100: Mental Health

Students study the parameters of mental well-being and the causes, signs, symptoms and treatment of mental illness. Students learn coping skills, and identify community support resources.

Course CMH3110: Advances in Medical Technology

Students focus on the social, emotional and economic impact of health technology. Related ethical issues are also examined.

Course CMH3120: First Aid/CPR for Children

Students identify a child-safe environment and recognize life-threatening emergencies or medical conditions, and demonstrate appropriate first-aid procedures.

Course CMH3130: Sports First Aid 2

Students focus on the application of knowledge, skills and techniques to enhance athletic performance, and identify common athletic injuries, therapeutic solutions and rehabilitation strategies.

Course CMH3140: Perspectives on Marriage

Students examine relationships and related issues as they apply to marital relationships, and acquire life skills that will help them now and in the future.

Note: This course includes concepts that may be particularly sensitive to students, parents or community members.

SECTION C: PLANNING FOR INSTRUCTION

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately introduced at the senior high school level or to Grade 9 students. Refer to this section for recommendations regarding the Fabrication Studies strand.

PLANNING FOR CTS

Defining Courses

Schools determine which strands and courses will be offered in a particular school, and will combine 1-credit CTS courses into multiple-credit CTS offerings.

Each 1-credit course was designed for approximately 25 hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula are competency based, and the student may take more or less time to gain the designated competencies within each course.

A multiple-credit CTS offering will usually consist of 1-credit courses primarily from the same strand but, where appropriate, may include courses from other CTS strands. Refer to the *Guide to Education: ECS to Grade 12* (Appendix 1) for more information on course names and course codes.

Course selection and sequencing should consider:

- prerequisite(s)
- supporting course(s) (other CTS courses that may enhance the learning opportunity if offered with the course)
- course parameters
 - instructional qualifications, if specialized
 - equipment and facility requirements, if specialized.

The course parameters are defined in Sections D, E and F of this Guide.

Degree of Flexibility

The CTS program, while designed using the modular structure to facilitate flexible timetabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may:

- be given the opportunity to progress at a rate that is personally challenging
- have increased opportunity to select courses that develop competencies he or she finds most relevant.

Integrating Basic Competencies

The basic competencies relate to managing learning and resources, problem solving and innovation, communicating effectively, working with others and demonstrating responsibility are developed throughout the CTS program, and within each 1-credit course.

Assessment of student achievement on the basic competencies, is integrated throughout the other general outcomes. Refer to Section G (Assessment Tools) of this Guide for the description of student behaviours expected at each of the four developmental stages defined for the basic competencies.

Assessment of basic competencies could include input and reflection involving the student, teacher(s), peers and others. Description of the observed behaviour could be provided through a competency profile for the course. Positive, ongoing interaction between the student and teacher will support motivation for student growth and improvement.

Assessing Student Achievement

Assessing student achievement is a process of gathering information by way of observations of process, product and student interaction.

Where appropriate, assessment tools have been defined to assist the teacher and student in the assessment. Refer to Section G (Assessment Tools) of this Guide for copies of the various tools (worksheets, checklists, sample questions, etc.).

A suggested emphasis for each general outcome has also been established. The suggested emphasis provides a guideline to help teachers determine time allocation and/or the appropriate emphasis for each general outcome and the student grade.

Recognizing Student Achievement

At the high school level, successful demonstration of the exit-level competencies in a course qualifies the student for 1 credit. Refer to Section A of this Guide for more detailed information about how curriculum and assessment standards are defined in CTS. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* for more information on how student achievement can be recognized and reported at the school and provincial levels.

Portfolios

When planning for instruction and assessment, consider a portfolio as an excellent tool to provide evidence of a student's effort, progress and achievement. Portfolios will aid students in identifying skills and interest. They also provide the receiving teacher, employer and/or post-secondary institution proof of a student's accomplishments. The make-up and evaluation of the portfolio should be a collaborative agreement between the student and teacher.

Resources

A comprehensive resource base, including print, software and audio-visual, has been identified to support CTS strands. It is intended that these resources form the basis of a resource centre, encouraging teachers and students to access a wide selection of resources and other information sources throughout the learning process. Unless otherwise noted, these resources are considered to be suitable for both junior and senior high school students.

Refer to Section I (Learning Resource Guide) to obtain directions for accessing up-to-date information about learning resources that have been identified to support the delivery of CTS courses in this strand.

Sample Student Learning Guides

In addition to the resources, Sample Student Learning Guides are available (refer to Section J of this Guide). These samples, designed for individual student or small group use, provide an instructional plan for selected courses and include the following components:

- Why take this course?
- What are the entry-level competencies?
- What are the exit-level competencies?
- What resources may be accessed?
- What assignments/activities must be completed?
- What are the timelines?
- How will the final mark be calculated?

Sample Student Learning Guides have been developed for the following courses in Community Health:

- CMH1050: Child Development
- CMH3140: Perspectives on Marriage
- CMH3090: Nervous/Endocrine Systems

COURSE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION E: INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Community Health.

Intermediate level courses help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Course CMH2010:	Adolescent Health Issues	E.3
Course CMH2030:	Community Volunteerism	E.11
Course CMH2050:	Day Care 1	E.15
Course CMH2060:	Home Care 2 (Personal Care Services)	E.21
Course CMH2070:	Sensory Challenges	E.27
Course CMH2080:	Respiratory System	E.31
Course CMH2090:	Circulatory System	E.35
Course CMH2100:	Musculoskeletal System	E.39
Course CMH2110:	Complementary Therapies	E.43
Course CMH2120:	First Aid/CPR	E.47
Course CMH2130:	Sports First Aid 1	E.51

Note

*Effective September 2001,
pages E.8 to E.10 have been deleted
and not replaced.*

[The intermediate level CMH2020: Perspectives on
Marriage course has been redesignated as an advanced
level CMH3140: Perspectives on Marriage course.]

COURSE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Community Health.

Advanced level courses demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

Course CMH3010:	Family Issues	F.3
Course CMH3020:	Parenting	F.7
Course CMH3030:	Aging	F.11
Course CMH3040:	Prenatal & Postnatal Care.....	F.15
Course CMH3050:	Day Care 2	F.19
Course CMH3060:	Home Care 3 (Special Conditions).....	F.25
Course CMH3070:	Challenged Individuals	F.31
Course CMH3080:	Digestive System	F.35
Course CMH3090:	Nervous/Endocrine Systems.....	F.39
Course CMH3100:	Mental Health	F.43
Course CMH3110:	Medical Technology	F.47
Course CMH3120:	First Aid/CPR for Children	F.51
Course CMH3130:	Sports First Aid 2.....	F.55
Course CMH3140:	Perspectives on Marriage	F.59

COURSE CMH3140: PERSPECTIVES ON MARRIAGE**Level:** Advanced**Theme:** Sociocultural Perspectives**Prerequisite:** None**Description:** Students examine relationships and related issues as they apply to marital relationships, and acquire life skills that will help them now and in the future.**Note:** This course includes concepts that may be particularly sensitive to students, parents or community members.**Parameters:** No specialized equipment or facilities.**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none">identify factors that affect healthy marriagesdescribe legal implications before/ during and after marriage	<i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none">a concept test consisting of a minimum of:<ul style="list-style-type: none">10 questions on factors affecting healthy marriagesfive questions on legal implications for marriagethree questions on healthy/unhealthy and abusive relationships. <i>Assessment Tool</i> <i>CMH3140-1: Sample Questions: Marriage</i> <i>Standard</i> <i>Performance rating of 50%</i>	20
<ul style="list-style-type: none">describe issues that affect marriages today	<ul style="list-style-type: none">an applied problem-solving activity in which the student, using a minimum of two scenarios, analyzes issues affecting marriages today. <i>Assessment Tool</i> <i>CMHSCN: Scenarios</i> <i>CMH3140-2: Marriages Today: Sample Scenarios</i> <i>Standard</i> <i>Performance rating of 3 on the rating scale for each scenario</i>	20
<ul style="list-style-type: none">describe a personal philosophy on marriage	<ul style="list-style-type: none">describing a personal philosophy of marriage, focusing on priorities and giving reasons for your choices. <i>Assessment Tool</i> <i>CMH3140-3: Presentations/Reports: Marriage</i> <i>Standard</i> <i>Performance rating of 3 on the rating scale</i>	30

COURSE CMH3140: PERSPECTIVES ON MARRIAGE (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> describe the resource management skills necessary when planning a marriage ceremony demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> describing the management of resources (time, money, human) necessary to plan a marriage ceremony. <p><i>Assessment Tool</i> <i>CMH3140–4: Research Process: Marriage Ceremony</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>30</p> <p>Integrated throughout</p>

Concept	Specific Outcomes	Notes
Nature of Relationships	<p><i>The student should:</i></p> <ul style="list-style-type: none"> identify factors to be considered when contemplating marriage identify factors that lead to healthy marriages distinguish between healthy, unhealthy and abusive relationships research legal procedures of getting married, living common-law, annulments, divorce and remarriage, marriage contracts, group marriages, wills. 	<p>E.g.:</p> <ul style="list-style-type: none"> cultural diversity financial in-laws careers parenting familial expectations. <p>Complete a reflective report based on past and current relationships and future expectations.</p> <p>Newspaper articles social trends.</p>

COURSE CMH3140: PERSPECTIVES ON MARRIAGE (continued)

Concept	Specific Outcomes	Notes
Observation, Assessment and Application	<p><i>The student should:</i></p> <ul style="list-style-type: none"> define and defend lifestyle choices of remaining single, marrying or other alternatives using current research, analyze issues in relationships today develop a personal philosophy of marriage, prioritizing and giving reasons for your choices, considering the following: <ul style="list-style-type: none"> religion social cultural fidelity goals children family careers describe how a personal philosophy may change during different stages of the lifespan describe adjustments in the early period of marriage to determine individual roles and ways of handling finances, in-laws, work and differences. 	<p>(Consider functions, cultural, societal and religious reasons and legal issues.)</p> <p><i>Coming of Age in Alberta</i>, Premier's Council publication.</p>
Management	<ul style="list-style-type: none"> describe the management of resources necessary when planning a marriage ceremony, e.g.: <ul style="list-style-type: none"> plan a wedding including ceremony, reception, wedding attire, invitations, flowers, decorations, favours, food and beverages, photography and/or videos, transportation, music, wedding day grooming, honeymoon and your first home. 	<p>Consider cultural contexts.</p> <p>Guest speaker, wedding consultant or use bridal magazines.</p>
Career Exploration	<ul style="list-style-type: none"> re-evaluate own marriage philosophy and confirm or make changes explaining the decision. 	

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★Adapted for Community Health

TASK		4	3	2	1	0	N/A
Preparation and Planning							
Information Gathering and Processing							
Content							
Collaboration and Teamwork							
Information Sharing							

STANDARD IS 2 IN EACH APPLICABLE TASK**Rating Scale***The student:*

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST*The student:*

Preparation and Planning	Content
<input type="checkbox"/> sets goals and establishes steps to achieve them	<input type="checkbox"/> researches and reports on one adolescent health issue to include:
<input type="checkbox"/> creates and adheres to useful timelines	<input type="checkbox"/> - the predominance of the issue
<input type="checkbox"/> uses personal initiative to formulate questions and find answers	<input type="checkbox"/> - a discussion of the effect of the issue on all dimensions of well-being
<input type="checkbox"/> plans and uses time effectively	
Information Gathering and Processing	Collaboration and Teamwork
<input type="checkbox"/> accesses a range of relevant in-school/community resources	<input type="checkbox"/> cooperates with group members
<input type="checkbox"/> uses a range of information-gathering techniques	<input type="checkbox"/> shares work appropriately among group members
<input type="checkbox"/> interprets, organizes and combines information into a logical sequence	<input type="checkbox"/> negotiates solutions to problems
<input type="checkbox"/> records information accurately with appropriate supporting detail and uses correct technical terms	Information Sharing
<input type="checkbox"/> determines accuracy/currency/reliability of information sources	<input type="checkbox"/> demonstrates effective use of one or more communication media:
<input type="checkbox"/> gathers and responds to feedback regarding approach to the task	<input type="checkbox"/> e.g., written, oral, audio-visual
	<input type="checkbox"/> communicates ideas in a logical sequence with sufficient supporting detail
	<input type="checkbox"/> maintains acceptable grammatical and technical standards
	<input type="checkbox"/> cites five or more relevant information sources

COMMENTS

Note

*Effective September 2001,
pages G.67 to G.70 have been deleted
and not replaced.*

[The intermediate level CMH2020: Perspectives on
Marriage course has been redesignated as an advanced
level CMH3140: Perspectives on Marriage course.]

TASK	RATING				
Preparation and Planning	4	3	2	1	0
Information Gathering and Processing	4	3	2	1	0
Content	4	3	2	1	0
Collaboration and Teamwork	4	3	2	1	0
Information Sharing	4	3	2	1	0

STANDARD IS 2 IN EACH APPLICABLE TASK**Rating Scale***The student:*

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST*The student:*

- Preparation and Planning**
- ☐ sets goals and establishes steps to achieve them
 - ☐ creates and adheres to useful timelines
 - ☐ uses personal initiative to formulate questions and find answers
 - ☐ plans and uses time effectively
- Information Gathering and Processing**
- ☐ accesses a range of relevant in-school/community resources
 - ☐ uses a range of information-gathering techniques
 - ☐ interprets sequence
 - ☐ records information accurately with appropriate supporting detail and uses correct technical terms
 - ☐ determines accuracy/currency/reliability of information sources
 - ☐ gathers and responds to feedback regarding approach to the task
- Content**
- ☐ researches and critiques one complementary therapy as to:
 - specific components
 - ethical considerations
 - consumer issues
 - community resources
 - prevalence of the therapy
 - future outlook for the therapy
 - career opportunities including personal characteristics, education/training, working conditions, salaries and benefits, employment/entrepreneurial opportunities
- Collaboration and Teamwork**
- ☐ cooperates with group members
 - ☐ shares work appropriately among group members
 - ☐ negotiates solutions to problems
- Information Sharing**
- ☐ demonstrates effective use of one or more communication media:
e.g., written, oral, audio-visual
 - ☐ communicates ideas in a logical sequence with sufficient supporting detail
 - ☐ maintains acceptable grammatical and technical standards
 - ☐ cites five or more relevant information sources

COMMENTS

Note: Use Tool CMHSCN to assess student competency.

SCENARIO

You and your friends have decided to head out to Kathy's cabin at the lake as soon as you finish writing your mathematics exam. On the way there you stop at a fast food restaurant and buy hamburgers, fries and a super size soda. When you get to the lake, Andy can hardly wait to get into the water. Sue tells him to wait at least half an hour because you have all eaten a big meal. Andy laughs at her and jumps into the water and starts swimming out in the lake. Suddenly he stops, hollers "Cramps" and starts flailing about in the water. Jim hollers at him to stop clowning around and come in for a game of volleyball. You realize he is in trouble and call for someone to help you get the boat started. When you get to Andy he is under water and you have to search for him. You find him and haul him to the surface just as Jim and Sue are ready to jump out of the boat to help.

You and your friends are out horseback riding when a rattlesnake frightens your horses. One of your friends is bucked off and lands hard in the sitting position right next to the snake, which strikes, biting him on the calf of his left leg. Besides the bite, he is complaining of pain in his pubic area and feels the need to urinate right away. He tries to stand up but can't for the pain. You rush to him as soon as you get the horses under control and the snake has slithered away.

Your father is lighting the furnace in your trailer when you hear a huge bang! The force of the explosion has blown him right out of the trailer. Your mother is screaming at the top of her lungs for you to do something. You see he has first- and second-degree burns to his face, neck, arms and chest. He is holding the left side of his chest and appears to be having a problem with his breathing even though he is conscious.

A group of you decided to go tobogganing out at the canyon. You had a number of toboggans, crazy carpets and a couple of tubes. Three of you got on the toboggan and started down the hill. Suddenly the toboggan was out of control heading for a group of trees. You rolled off and pulled Sandy with you. Jeff stayed on and ran smack into a big spruce tree! When you and Sandy go to him he was unconscious; his face was cut and swelling and bruising was already obvious; his jaw was hanging down; his respirations were gurgling. There was a pink fluid oozing from his nose and right ear. There was a lump on his right clavicle, which showed through his parka.

For the summer you have taken on 12 lawns to mow on a weekly basis. You are hurrying to finish your last one so you can meet your friends and go to the water slide. There seems to be something knocking against the blade of the mower so you stop to have a look. Your friend asks why you have stopped. When you tell him he says he can fix it and bends down to have a look. You accidentally bump the gear shift and the mower lurches forward over Mike's left hand. You try to get control of the mower, shut it off and run back to Mike. He is holding up a hand minus four fingers. There is blood spurting everywhere!

You and your friend are skidooring after supper one evening. You are racing around the field when she hollers that there are better drifts in the fields across the road. She takes the lead, racing down the ditch to the nearest approach. She guns her machine to cross the road and does not hear you warning her of the vehicle approaching fast from the left. The driver tries to stop but it's icy and he can't, and slides into her. The bumper of the car has fractured her femur and the grill has given her an open fracture of her humerus. She is very frightened, crying and spitting up blood from the cuts in her mouth.

1. a) What is a "prenuptial agreement"?
A document specifying property rights and responsibilities of the individual. It is not legally binding in Canada.
b) Why would a couple have one?
*If there was a big difference in personal wealth.
If there is a business or extensive property involved.*
2. What are government requirements for a legal marriage?
*Must be 18 years of age (or parental consent).
Must not be related too closely (e.g., not siblings).
Must purchase a marriage licence.*
3. What is the legal status of a common-law relationship?
After a certain length of time, the government treats the common-law relationship like a legal marriage.
4. What is meant by a "no-fault" divorce?
Both parties agree to separate without either assuming blame.
5. a) What is an annulment?
Marriage is declared void as if the marriage never took place.
b) Identify two situations which could cause a marriage to be annulled.
Unconsummated marriage; not being of sound mental state when the marriage took place, e.g., drunk, or on drugs.
6. Jennifer and Jon grew up in the same small town. They were in the same kindergarten class, attended the same junior high school, and graduated from the same high school. They both had different interests as they grew up: Jon was heavily involved in the Air Cadet program, while Jennifer enjoyed the athletic program at school, and played on the basketball and volleyball teams. Their parents attended the same community church, and although both had moved away after graduation to pursue individual careers (Jon became a pilot and Jennifer was a teacher), they often met when they came home for family or holiday functions. They kept in touch. Five years later, they began dating each other, and eventually began discussing marriage. Both recognized the wide differences in their careers, but they felt that the background experiences they shared would help their marriage be successful. They did eventually marry.

This represents which theory of marriage?

- a) role compatibility
- b) complementary needs
- c) value similarity
- ☒ d) propinquity

Assessment Tools

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7. Ali and Mike dated throughout high school and went to the same university. Mike graduated from the Faculty of Business and was accepted in a large accounting firm as a probationary accountant. Ali worked hard to graduate from her nursing program, and was hired by a small rural hospital to which she commuted. They had agreed that they would marry when they had completed their education. So they became engaged and were making wedding plans. However, they soon found that it was difficult to see each other. Mike was often asked to work long days with a great deal of overtime. Ali was assigned shift work, and often had to work weekends and evenings. Mike became angry when he had to attend company functions without Ali. He thought that she should support his career and him. Ali was hurt that Mike thought so little of her career that he expected her to give it up for him. They began to argue continually about which career was more important. Eventually, they broke their engagement. Later, Mike and Ali each married a person who was more supportive of the kind of life and marriage that each of them wanted.

Which theory of marriage does this represent?

- a) homogamy
- ☒ c) value similarity
- b) propinquity
- d) role compatibility

8. Which of the following statements is true?

- a) Even in a successful marriage, you should not expect everyone to be happy all the time.
- b) It is easier to have a successful marriage if you have a positive self-esteem.
- c) When you enter marriage, you must expect to make some adjustments in your lifestyle.
- ☒ d) All of the above are true.

9. Which of the following statements is true?

- a) The emotions of love and anger are closely related.
- b) In a good marriage, arguments are solved in a productive manner.
- c) If you are willing to meet the other person halfway (compromise) you are doing your part in trying to make your marriage work.
- ☒ d) All of the above are true.

10. Which of the following statements are true?
- a) Once a couple has had a serious quarrel, they will never be as happy as they were before.
 - b) The best procedure to follow when solving arguments in a marriage, is to have one person take over the decision making.
 - ☒ c) If a couple says that they "never fight," it may mean that their relationship is a superficial one, without any real involvement of feelings between the spouses.
 - d) For younger couples, the best way to solve a conflict is to ask the parents' to make the final decision.
11. The TRUE statement about marriages listed below is:
- a) Because teens are more adaptable than older people, they should have a higher success rate for marriage.
 - ☒ b) If you have siblings that you grew up with, it would enhance your chances of having a successful marriage because you have already learned to share resources.
 - c) If the marriage partners come from different ethnic backgrounds, it will increase their chances of having a successful marriage because they will work that much harder to make it successful.
 - d) Differences in social backgrounds should not cause serious problems for a couple getting married.
12. When comparing arranged marriages and love marriages, we found that:
- ☒ a) The marriages that are successful have a surprising amount in common.
 - b) Parents really only influence the success of the arranged marriages.
 - c) The love marriages are much more successful than the arranged marriages.
 - d) The most important valued attribute for an arranged marriage was personal wealth.

13. Lisa is 16 and has been seeing 17-year-old Ryan for about a year. For the first six months the relationship has gone fairly well although Ryan sometimes accuses her of flirting with other guys. "He must really care for me," she thought. Six months ago Lisa was late for a date with Ryan. He was very angry and started yelling at her. He grabbed her hair and slapped her in the face when she tried to explain. She was able to get away from him, crept into her house so her parents wouldn't see her dirty and bruised. Ryan apologized the next day, promised he would never hurt her again. Everything was okay for three or four months but now Ryan is slapping her around once or twice a week. Lisa has tried everything not to make Ryan angry but he seems to get worked up for no reason. She covers the bruises with make-up but her family and friends are suspicious. She has tried to break up with him but he cries and then threatens suicide. She is afraid he may seriously hurt her if she pushes for the end of the relationship.

a) Who should Lisa talk to in this situation? Why?

b) Is this a healthy, unhealthy or abusive relationship? Give four reasons for your choice.

c) If you were Lisa's friend, what would you do?

Note: Use Tool CMH-SA to assess student competency.

SCENARIO
<p>Aaron and Lisa got married while they were both in their second year of university. They had gone together since Grade 11. At the end of their four years of university, Aaron is offered a teaching position in Alberta and Lisa is offered a job as a human resources executive for a large computer company in Toronto.</p>
<p>Susan and Mink met at work. They dated for two years and felt they had a lot in common—both the same age, enjoyed the same sports and movies, and both worked as software developers. Mink had been born in Vietnam but came to Canada at age three. Despite protests from both sides of their families, they married. On returning from their honeymoon, Susan was reconciling her bank statement. Mink was surprised she had saved quite a bit of money. He suggested she transfer the funds into his account as they would only need one account. When she disagreed with this decision he said that in his family, men were always in charge of finances.</p>
<p>Benjamin and Alysha graduated from university, married in July and found jobs in their home city. They were enjoying their new roles as wage earners and newlyweds. In late November, Alysha was dismayed when her mother-in-law called reminding her of the traditional Christmas Day Ben's family followed. Alysha and Ben were expected to be there. Alysha has assumed that she and Ben would spend the Christmas season celebrating with her family and sharing in her family's traditions.</p>
<p>Marge and Jan had been married for two years. Both had saved diligently and now they had purchased their first home. Because they wanted a newer home, they had both a first and second mortgage. Money was tight, but they were committed to having the second mortgage paid off before they started a family. Three months after they moved into their home Marge felt unwell. She was shocked when the doctor told her that she was pregnant. He sent her for an ultrasound and the news became even more upsetting for Marge. She was expecting twins and, because of her family's medical history, was considered a high risk pregnancy. The doctor advised her to quit work immediately.</p>

TASK	RATING				
Preparation and Planning	4	3	2	1	0
Content	4	3	2	1	0
Presenting/Reporting	4	3	2	1	0

STANDARD IS 3 IN EACH APPLICABLE TASK**Rating Scale***The student:*

4	Exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST*The student:***Preparation and Planning**

- ☐ sets goals and describes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant in-school/community resources
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ plans and uses time effectively
- ☐ gathers and responds to feedback regarding approach to task and project status

Content

- ☐ develops a personal philosophy on marriage.
- ☐ Prioritizes choices and gives reasons for decisions

Presenting/Reporting

demonstrates effective use of at least two communication media:

e.g., Written: spelling, punctuation, grammar, format (formal/informal)

Oral: voice projection, body language, appearance

Audio-visual: techniques, tools, clarity

- ☐ maintains acceptable grammatical and technical standards through proofreading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail
- ☐ states a conclusion by synthesizing the information gathered
- ☐ provides a reference list that includes five or more relevant information sources

COMMENTS

TASK	RATING				
Preparation and Planning	4	3	2	1	0
Content	4	3	2	1	0
Collaboration and Teamwork	4	3	2	1	0
Presentation	4	3	2	1	0

STANDARD IS 2 IN EACH APPLICABLE TASK**Rating Scale***The student:*

4	Exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST*The student:***Preparation and Planning**

- ☐ sets goals and establishes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant in-school/community resources
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and uses correct technical terms
- ☐ plans and uses time effectively

Collaboration and Teamwork

- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems

Information Sharing

- demonstrates effective use of at least two communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal)
Oral: voice projection, body language, appearance

Content

- ☐ plans, in detail, a marriage ceremony describing the management of resources (time, money, human) to make it successful
- ☐ maintains acceptable grammatical and technical standards through proofreading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail
- ☐ states a conclusion by synthesizing the information gathered
- ☐ provides a reference list that includes five or more relevant information sources

COMMENTS

LINKAGES – Community Health: Connections Across the Curriculum

Community Health Courses	Across the Curriculum																
	Junior High							Senior High									
	Language Arts	Social Studies	Mathematics	Science	Health & PLS	Physical Education	Fine Arts	English	Social Studies	Mathematics	Science (General)	Biology	Chemistry	Physics	CALM	Physical Education	Fine Arts
Theme: Socio-Cultural Perspectives																	
CMH1010: Family Dynamics																	
CMH2010: Adolescent Health Issues																	
CMH2030: Community Volunteerism																	
CMH3010: Family Issues																	
CMH3140: Perspectives on Marriage																	
CMH3020: Parenting																	
CMH3030: Aging																	
Theme: Skills for Caring																	
CMH1040: Caring for Children																	
CMH1050: Child Development																	
CMH1060: Home Care 1																	
CMH2050: Day Care 1																	
CMH2060: Home Care 2 (Personal Care Services)																	
CMH2070: Sensory Challenges																	
CMH3040: Prenatal & Postnatal Care																	
CMH3050: Day Care 2																	
CMH3060: Home Care 3 (Special Conditions)																	
CMH3070: Challenged Individuals																	
Theme: Health Sciences																	
CMH1080: Perspectives on Health																	
CMH2080: Respiratory System																	
CMH2090: Circulatory System																	
CMH2100: Musculoskeletal System																	
CMH2110: Complementary Therapies																	
CMH3080: Digestive System																	
CMH3090: Nervous/Endocrine System																	
CMH3100: Mental Health																	
CMH3110: Advances in Medical Technology																	
Theme: Injury Prevention																	
CTR1210: Personal Safety (Management)																	
CMH2120: First Aid/CPR																	
CMH2130: Sports First Aid 1																	
CMH3120: First Aid/CPR for Children																	
CMH3130: Sports First Aid 2																	

Provides many direct links with course content. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical contexts.

Provides some links with course content, usually through the application of related technologies and/or processes.

LINKAGES – Community Health and Junior High Health

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Provides many direct links with course content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skills components in practical situations.

Provides some links with course content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.

LINKAGES – Community Health: Linkages with Career and Life Management

	Family Dynamics	Caring for Children	Child Development	Home Care 1	Perspectives on Health	CTR	Personal Safety (Management)	Adolescent Health Issues	Community Volunteerism	Day Care 1	Home Care 2	Sensory Challenges	Respiratory System	Circulatory System	Musculoskeletal System	Complementary Therapies	First Aid/CPR	Sports First Aid 1	Family Issues	Parenting	Aging	Prenatal & Postnatal Care	Day Care 2	Home Care 3	Challenged Individuals	Digestive System	Nervous/Endocrine Systems	Mental Health	Advances in Medical Technology	First Aid/CPR for Children	Sports First Aid 2	Perspectives on Marriage
Personal and Interpersonal Challenges																																
Well-being and Healthy Lifestyles																																
Living with Relationships																																
Human Sexuality and Relationships																																
Career Exploration																																
Career Planning Process																																
Career Alternatives																																
Preparing for the Workforce																																
Financial Planning and Consumer Choices																																
Financial Decision Making																																
Consumer Awareness																																

Provides many direct links with course content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skills components in practical situations.

Provides some links with course content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.

LINKAGES – Community Health: Linkages with Science

	1010	1040	1050	1060	1080	CTR	2010	2030	2050	2060	2070	2080	2090	2100	2110	2120	2130	3010	3020	3030	3040	3050	3060	3070	3080	3090	3100	3110	3120	3130	3140
	Family Dynamics	Caring for Children	Child Development	Home Care 1	Perspectives on Health	Personal Safety (Management)	Adolescent Health Issues	Community Volunteerism	Day Care 1	Home Care 2	Sensory Challenges	Respiratory System	Circulatory System	Musculoskeletal System	Complementary Therapies	First Aid/CPR	Sports First Aid 1	Family Issues	Parenting	Ageing	Prenatal & Postnatal Care	Day Care 2	Home Care 3	Challenged Individuals	Digestive System	Nervous/Endocrine Systems	Mental Health	Advances in Medical Technology	First Aid/CPR for Children	Sports First Aid 2	Perspectives on Marriage
Junior High Science																															
Science 20																															
Science 14																															
Science 24																															
Biology 20																															
Biology 30																															

Provides many direct links with course content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skills components in practical situations.

Provides some links with course content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.

LINKAGES – Community Health: Correlations with Practical Arts*

Code: O = Available in other strands or courses

X = Covered in course
I = Integrated

[illegible]

* September 1997: All practical arts courses replaced by Career and Technology Studies.

LINKAGES – Community Health: Correlations with Practical Arts* (continued)

Code: O = Available in other strands or courses
X = Covered in course I = Integrated

[illegible]

* September 1997: All practical arts courses replaced by Career and Technology Studies.

TRANSITIONS – Community Health: Course Relationships to Specific Related Occupations

Community Health Courses	Ambulance Attend/Paramedical	Audiologist & Speech Pathology	Babysitter, Nannies & Parent Helpers	Biologist & Related Scientists	Cardiology Technician	Chiropractor	Community and Social Service Worker	Dietitian & Nutritionist	Family, Guidance, Marriage Counsellors	Physician	Nurse	Home Economist	Laboratory Technologist	Medical Receptionist	Physiotherapist	Day Care Worker	Athletic Therapist
Family Dynamics			X				X		X			X					
Caring for Children			X														
Child Development	X	X	X				X	X	X	X	X	X			X	X	
Home Care 1			X		X			X		X	X		X				
Perspectives on Health	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
Adolescent Health Issues							X		X								
Community Volunteerism	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Day Care 1			X													X	
Home Care 2			X		X			X		X	X						
Sensory Challenges		X						X	X	X	X				X	X	
Respiratory System	X			X	X	X				X	X		X	X	X		X
Circulatory System	X			X	X	X				X	X		X	X	X		X
Musculoskeletal System	X			X	X	X				X	X		X	X	X		X
Complementary Therapies				X		X	X	X		X	X	X					X
First Aid/CPR	X				X	X				X	X				X		X
Sports First Aid 1						X				X	X					X	X
Family Issues							X		X	X	X	X					
Parenting			X				X			X							
Aging					X	X	X		X	X	X	X		X	X		X
Prenatal & Postnatal Care	X		X	X					X	X	X	X	X	X			
Day Care 2			X													X	
Home Care 3			X		X					X	X						
Challenged Individuals		X	X		X	X	X	X	X	X	X				X	X	X
Digestive System	X		X	X	X	X		X		X	X	X	X	X			X
Nervous/Endocrine Systems	X	X		X	X	X				X	X		X	X	X		X
Mental Health							X		X	X	X	X					X
Advances in Medical Technology				X	X	X		X	X	X	X		X	X	X		X
First Aid/CPR for Children	X		X		X						X				X	X	X
Sports Injuries 2						X				X	X				X		X
Perspectives on Marriage							X		X								

TRANSITIONS – *Community Health: Related Occupations*

Information for this chart was obtained from the National Occupational Classification descriptions.

Educational Requirements:

D: High School Education

C: Apprenticeship

B: College or Vocational Education

A: University

Occupation Profile	NOC#	D	C	B	A
Ambulance Attendants and Other Paramedical Occupations	3234			✓	
Applied Chemical Technologist	2211		✓	✓	
Audiologists and Speech-Language Pathologists	3141				✓
Babysitters, Nannies and Parent Helpers	6474	✓			
Biologists and Related Scientists	2121				✓
Cardiology Technician	3217			✓	
Child and Youth Care Workers	4212			✓	✓
Chiropractor	3122				✓
Community and Social Service Workers	4152			✓	✓
Dental Assistant	3411			✓	
Dental Hygienist and Dental Therapist	3222			✓	
Dental Laboratory Bench Worker	3412	✓			
Dental Technician	3223			✓	
Dentist	3113				✓
Denturist	3221			✓	
Dieticians and Nutritionists	3132				✓
Domestic Service Personnel	6471	✓			
Dry Cleaning and Laundry Occupations	6681	✓			
Dry Cleaning and Laundry Supervisors	6214	✓			
Electroencephalographic and Other Diagnostic Technologists	3218			✓	
Elemental Medical and Hospital Assistants	3413	✓			
Employment Counsellor	4213			✓	✓
Family, Guidance, Marriage and Other Related Counsellors	4153				✓
Family, Marriage and Other Related Counsellors	4153				✓
General Practitioners and Family Physicians	3112				✓
Head Nurse and Supervisors	3151				✓
Health Policy Researchers, Consultants and Program Officers	4165				✓
Home Economist	4164				✓
Inspectors in Public and Environmental Health in Occupational Health and Safety	2263			✓	✓
Janitors, Caretakers and Building Superintendents	6663	✓			
Janitors, Caretakers and Building Supervisors	6215	✓			

Community Health continued

SECTION I: LEARNING RESOURCE GUIDE

This section of the GSI explains how to obtain up-to-date information regarding learning resources that have been identified to support the delivery of courses in this strand. It provides directions for searching, by electronic means, the most current information on:

- authorized student basic, support and authorized teaching resources—resources approved by Alberta Learning for use in this strand
- provincial software agreements—licensing agreements that allow school jurisdictions to purchase educational software at significantly reduced prices
- additional sources of information—other titles and information sources that may provide potentially useful ideas for courses in this strand.

The resource listings compiled for this strand are time sensitive and subject to change. Teachers are encouraged to browse the web sites identified in this guide on a regular basis for the most up-to-date information on new learning resources, more recent versions/editions and other sources of support.

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NOTICE

SECTION I: LEARNING RESOURCE GUIDE

Alberta Learning authorizes a variety of resources that support learning and teaching in this strand. The 1999 and 2000 amendments to Section I provide directions for obtaining, by electronic means, up-to-date information about authorized resources and other sources of information. The 2001 amendment to Section I includes references to the redesigned Alberta Learning web site.

Teachers are encouraged to browse the web sites identified in this guide on a regular basis for the most up-to-date information on:

- authorized resources; i.e., student basic, support, and authorized teaching
- provincial software licensing agreements
- additional sources of support.

The lists of authorized resources that were previously included in Section I have been removed from the 1999 and 2000 amendments to this document. Up-to-date listings of authorized resources can be accessed electronically through:

- the Learning Resources Centre *Buyers Guide*, at <http://www.lrc.learning.gov.ab.ca>
- the Authorized Resources Database at <http://www.learning.gov.ab.ca/lrdb>.

Subsequent amendments to the *Guide to Standards and Implementation* for other CTS strands will include similar changes to Section I.

LEARNING RESOURCE GUIDE

This section of the guide provides directions for obtaining, from electronic sources, up-to-date information about learning resources that support the delivery of CTS courses in this strand. Teachers may use the information to search for current listings of:

- authorized resources that support learning and teaching
 - basic learning resources
 - support learning resources
 - authorized teaching resources
- provincial software licensing agreements
- additional sources of information
 - other titles and sources that contain potentially useful information and ideas
 - web sites that may provide access to global networks of information.

Learning resources for this strand will continue to be updated in order to maintain and expand access to current information suitable for use in a variety of CTS learning environments.

CTS AND THE RESOURCE-BASED CLASSROOM

CTS supports the development of resource-based classrooms where a variety of appropriate, up-to-date print and nonprint resources are available. This approach enables students to:

- interact with a wide range of information sources
- access and use information sources appropriately
- take an active role in managing their own learning.

CTS identifies learning resources in print, software, video and CDROM formats, as well as other sources of information available in the community and through the Internet.

Collaboration between the teacher-librarian and CTS teacher in planning resource-based research activities will ensure that students develop

research skills as they increase their understanding of subject content. Planned and purposeful research activities will help students learn to gather, process and share information, and will require access to a range of current print and nonprint resources available in the school library, other libraries, the community and/or from other sources.

Teachers are encouraged to reference *Focus on Research: A Guide to Developing Students' Research Skills*, referenced in the Alberta Learning Monographs section of this guide, when planning research activities.

LEARNING RESOURCE POLICY

Alberta Learning authorizes resources considered appropriate for provincial programs of study and that have met criteria for acceptability. The authorized resources for CTS include:

- student basic—resources that address the majority of the learner outcomes in one or more CTS courses
- student support—resources that assist in addressing some of the learner outcomes of a CTS course
- authorized teaching—resources that support the implementation of one or more CTS courses and assist teachers in the instructional process.

The Learning Technologies Branch also has developed distance education materials for a number of CTS courses. These course materials, also authorized by the province of Alberta, include a range of print and electronic products that can be used to support teaching and learning in CTS.

School boards may identify and approve instructional materials for use in their schools under section 44 (2) of the *School Act*. Many school boards have delegated the power to approve resources to school staff or other board employees under section 45 (1) of the *School Act*.

For further information on resource policy and definitions, refer to the *Student Learning Resources Policy* and *Teaching Resources Policy* or contact:

Learning Resources Unit
Learning and Teaching Resources Branch
Alberta Learning
5th Floor, Devonian Building, East Tower
11160 Jasper Avenue
Edmonton, AB, Canada T5K 0L2
Telephone: 780-427-2984 (to be connected toll
free inside Alberta dial 310-0000)
Fax: 780-422-0576
Internet: <<http://www.learning.gov.ab.ca>>

HOW TO OBTAIN UP-TO-DATE INFORMATION

Authorized Resources

A searchable online index of all student basic, support and authorized teaching resources for courses in this CTS strand is provided through the Authorized Resources Database on the provincial web site. Each entry in the database provides bibliographic information about the resource, an annotation where appropriate, a correlation to specific 1-credit courses in this strand, and information about how to obtain the resource.

The Authorized Resources Database can be accessed at <<http://www.learning.gov.ab.ca/lrdb>>.

When using the database to search for resources within a particular CTS strand:

- enter the strand name or the individual seven character course code
- select the desired “Format” and “Authorization Status” from the options provided
- click on “Submit.”

The database begins each list of student basic, support and authorized teaching resources with those resources that have been authorized most recently.

Upon first entering the database, the user is provided with a title and brief description of each resource, accompanied with copyright

information, authorization status, number of pages and intended use by curriculum area and grades. Then by clicking on the “More” icon, a more detailed description of each resource can be obtained, along with additional information regarding publisher/distributor, physical appearance, cost, correlation to individual CTS courses, how to obtain the resource and where the resource can be previewed.

Up-to-date information regarding the availability of distance education materials for CTS courses (i.e., print products, electronic products, products in development) can also be obtained through the web site at <<http://www.learning.gov.ab.ca/lrb>>.

Teachers are encouraged to browse the Authorized Resources Database and Learning Technologies Branch homepage on a regular basis for the most up-to-date information on authorized learning resources and distance education course materials that are available.

Provincial Software Agreements

Due to frequent upgrades occurring in productivity software (e.g., software packages developed for word processing, spreadsheet, database, multimedia, drawing and design applications), this kind of software is no longer authorized by the department. However, a number of provincial licensing agreements for software products are in place that allow school jurisdictions to purchase productivity software at significantly reduced prices.

An up-to-date listing of provincial software agreements can be obtained through the “Technology” section of the web site. Teachers are encouraged to browse this listing on a regular basis for information regarding additional provincial software licensing agreements that may be established from time to time.

HOW TO ORDER AUTHORIZED RESOURCES

Most of the student basic, support and authorized teaching resources can be obtained from the Learning Resources Centre (LRC). The LRC

Buyer's Guide, available in electronic or print formats, provides a complete listing of resources available for purchase and additional ordering information. The LRC can be contacted at:

12360 – 142 Street
Edmonton, AB, Canada T5L 4X9
Telephone: 780-427-5775 (to be connected toll free
inside Alberta dial 310-0000)
Fax: 780-422-9750
Internet: <<http://www.lrc.learning.gov.ab.ca>>.

It is recommended that all resources be previewed prior to purchase. In some instances, teachers may find it desirable to purchase one copy for their reference and additional copies as required.

ADDITIONAL SOURCES OF INFORMATION

There are many additional sources of information—other titles, and information available from government, professional associations, industry organizations and community agencies—that may provide potentially useful ideas for courses in this strand. Of further note are a number of web sites relevant to courses in this strand, which when used effectively, can provide both teachers and learners with a global network of useable information.

The responsibility to evaluate these additional sources of information prior to selection rests with the user, in accordance with any existing local policy.

CTS Council

An online listing of additional sources of information relevant to courses in this strand is available on the CTS Council web site at <<http://ctscouncil.com>>. The CTS Council welcomes your suggestions for maintaining and expanding the sources of information that are shared through this site.

Telus 2Learn Alliance

A searchable online listing of web sites containing information and materials relevant to courses in

this strand is available through the Telus 2Learn Alliance at <<http://www.2Learn.ca>>. This site can be accessed through the CTS homepage by going to “Related Sites.”

OTHER SOURCES OF SUPPORT

ACCESS: The Education Station

ACCESS: The Education Station offers a variety of resources and services to teachers. For a nominal dubbing and tape fee, **ACCESS:** The Education Station will copy audiotapes and videotapes for teachers.

ACCESS: The Education Station publishes listings of audiocassettes and videocassettes as well as a comprehensive programming schedule. For further information, visit their web site at <<http://www.accessstv.ab.ca>>.

National Film Board of Canada

The National Film Board of Canada (NFB) has numerous audiovisual resources that may be suitable for use in CTS courses. While these resources can be ordered directly from the NFB, many of their materials are also available in public libraries.

For a list of NFB audiovisual resources indexed by title and subject, or to place an order for audiovisual resources, visit their web site at <<http://www.nfb.ca>>.

Media and Resource Centres

There are a number of urban media and regional resource centres across the province that provide on a loan basis instructional materials that may support CTS courses. Teachers are encouraged to contact their local media or resource centre for further information regarding services that are available.

Urban Media Centres

Calgary Board of Education
Calgary, AB, Canada
Web site: <www.cbe.ab.ca>

Calgary Separate School Board
Calgary, AB, Canada
Web site: <www.crcssdl.calgary.ab.ca>

Edmonton Catholic School District
Edmonton, AB, Canada
Web site: <www.ecs.edmonton.ab.ca>

Edmonton Public School Board
Edmonton, AB, Canada
Web site: <www.epsb.edmonton.ab.ca>

Elk Island Public School Division
Sherwood Park, AB, Canada
Web site: <www.ei.educ.ab.ca>

Medicine Hat School District
Medicine Hat, AB, Canada
Web site: <www.sd76.ab.ca>

Northern Lights School Division
Spirit River, AB, Canada
Web site: <www.nlsd.ab.ca>

Red Deer Public School District
Red Deer, AB, Canada
Web site: <www.rdpsd.ab.ca>

Regional Resource Centres

Zone 1
Zone One Regional Resource Centre
Peace River, AB, Canada
Telephone: 780-624-3187
E-mail: <zone1rrc@prsd.ab.ca>

Zone 2/3
Central Alberta Media Services
Sherwood Park, AB, Canada
Web site: <www.cams.ab.ca>

Zone 4
Parkland Regional Library
Lacombe, AB, Canada
Web site: <www.prl.lacombe.ab.ca>

Zone 5
South Central Alberta Resource Centre
Strathmore, AB, Canada
Telephone: 403-934-5028
Web site: <www.goldenbills.schools.com>

Zone 6
Southern Alberta Learning Resource Centre
Lethbridge, AB, Canada
Telephone: 403-320-7807
Web site: (not yet available)

Alberta Learning Monographs

The following monographs are available for purchase from the Learning Resources Centre. Refer to the "Support Documents" section or the "Legal, Service and Information Publications" section in the LRC *Buyers Guide* for ordering information and costs.

- *The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development*, 1991 (LRC Product No. 161555)

This document examines the child, or student, as a productive learner, integrating all the domains of development: cognitive, social and physical. It emphasizes the need for providing balanced curriculum and instruction.

- *Students' Interactions, Developmental Framework: The Social Sphere*, 1989 (LRC Product No. 161399)

This document examines children's perceptual, structural and motor development and how such physical development affects certain learning processes.

- *Teaching Thinking: Enhancing Learning*, 1990 (LRC Product No. 161521)

Principles and guidelines for cultivating thinking, ECS to Grade 12, have been developed in this resource. It offers a definition of thinking, describes nine basic principles on which the suggested practices are based, and discusses possible procedures for implementation in schools and classrooms.

Note

*Effective September 2001,
pages I.8 to I.42 have been deleted
and not replaced.*

COMMUNITY HEALTH

SECTION J: SAMPLE STUDENT LEARNING GUIDES

The following pages provide background information, strategies and a template for developing student learning guides. Also included at the end of this section are several sample student learning guides for Financial Management.

A student learning guide provides information and direction to help students attain the expectations defined in a specified CTS course. It is designed to be used by students under the direction of a teacher.

Many excellent student learning guides (SLGs) are available for use and/or are in the process of being developed. While Alberta Learning provides a development template accompanied by some samples, most student learning guide development is being done by individuals and organizations across the province (e.g., school jurisdictions, specialist councils, post-secondary organizations). Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 11) for further information regarding student learning guide developers and sources.

Note: A student learning guide is not a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

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CMH3140 Perspectives on Marriage	J.17
CMH3090 Nervous/Endocrine Systems	J.23

CAREER & TECHNOLOGY STUDIES

COMMUNITY HEALTH

SAMPLE STUDENT LEARNING GUIDE

CMH3140 Perspectives on Marriage

WHY TAKE THIS COURSE?



☒ Planning on Marriage?

You will examine relationships and related issues as they apply to marriage and acquire life skills that will help you now and in your future.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

- ☒ There is no prerequisite; however, a willingness to work and participate in class will ensure your success.



WHAT

**WILL YOU KNOW AND
BE ABLE TO DO
WHEN YOU FINISH?**

Upon completion of this course you will be able to:

- identify factors that affect healthy marriages
- describe legal implications before/during and after marriage
- describe issues that affect marriages today
- describe a personal philosophy on marriage
- describe the resource management skills necessary when planning a marriage ceremony

WHEN

SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this course.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this course. Plan how you will use your class time as well as extra time needed to complete the assignments in this course.

Be sure to review the work to be completed in this course with your teacher and allot your time so that you will be able to finish within the suggested time frame.



HOW

 WILL YOUR MARK FOR THIS COURSE BE DETERMINED?

	PERCENTAGE
You must first demonstrate all of the competencies required for this course.	
When you have done this, your percentage mark will be determined as follows:	
<input checked="" type="checkbox"/> Concept test	20%
<input checked="" type="checkbox"/> Scenario analysis	20%
<input checked="" type="checkbox"/> Presenting your personal philosophy of marriage	30%
<input checked="" type="checkbox"/> Planning a marriage ceremony	20%



WHICH

 RESOURCES MAY YOU USE?

- ☒ *Families Today* (print)
- ☒ *Cross Cultural Caring* (print)
- ☒ *Working Marriage Partners* (video)
- ☒ *Families in Canadian Society* (print)
- ☒ Family Life Series (videos)
- ☒ *Something Old, Something New* (video)

ACTIVITIES/WORKSHEETS

1. In small groups, brainstorm ideas that couples should consider when they are contemplating marriage. Be prepared to present your ideas to the class for discussion.
2. Discuss two relationships that you admire and two unsuccessful relationships. Determine the factors that contribute to healthy marriages.
3. A legal expert will be a guest speaker to discuss the legal implications before, during and after marriage. Complete a guest speaker evaluation.
4. Write a test. This examination will test your knowledge on healthy and unhealthy marriages and the legal implications for marriage. You are required to receive 50% on this test to be given credit for this course.
5. You are a volunteer on a Hotline. On your shift the following phone calls come to you. What is your advice? Using the available resources, answer with factual, helpful information. (Obtain phone call questions from the teacher.) A class discussion will follow.
6. Choose a position *to remain single* or *to be married* and submit your defence to support your choice. Hand in your report.
BONUS: Volunteer to participate in a class debate on remaining single versus marriage.
7. Write out your personal philosophy of marriage considering religion, social, cultural, fidelity, goals, children, family, careers. File in a sealed envelope with your teacher.
8. Are you ready for marriage? Using available resources for factual information, give your answers and possible solutions to the case studies (see teacher for the case studies).
9. In small groups, discuss adjustments necessary in the early stages of marriage to determine: individual roles, responsibilities and ways of handling finances, in-laws, work, differences. Assign a recorder for your group to report to the class.
10. Do expectations and adjustments vary for marriages of people in different age groups (e.g., 20s, 40s, 60s, 80s)? In what ways? Interview married couples from three different age groups. Hand in a summary of your findings.
11. Guests have been invited to class to discuss how mate selection and marriage expectations vary in different cultures.
12. Plan a wedding. Hand in an album that includes pictures and descriptions of the wedding, honeymoon and first home. Include how the management of time, money and people are required to make this event happen.
13. Open your original philosophy of marriage and confirm your ideas or make changes explaining your decision.

